**POST TITLE:**  Assistant Principal

**LOCATION/BASED: Great Park Academy**

**PAYSCALE:**  L17-22

**RESPONSIBLE TO:** Principal

**CORE PURPOSE:** To be accountable for learner achievement across Years 5-11 by effectively leading and developing the curriculum and line managing a team of people.

**MAIN DUTIES & KEY RESPONSIBILITIES**

**Main Duties:** The following is typical of the duties the post holder will be expected to carry out. It is not necessarily exhaustive and other duties of a similar nature and level may be required from time to time.

**Lead Teaching and Learning Responsibilities**

1. Lead learning across Years 5 – 11 by developing and implementing assessment strategies, data analysis and appropriate intervention programmes to ensure that identified standards for learner achievement are met.
2. Lead, develop and enhance the teaching and student development practice of others through monitoring/evaluation and promoting improvement strategies to secure effective teaching and learning and management of learners.
3. Lead, manage and develop the provision of programmes/activities that match learner aspirations and potential and achieve excellence for learners in Years 5-11 ensuring student development across the curriculum
4. Line and performance manage a team of staff, including contributing to the effective recruitment and development of its members in order that the team’s objectives are met.
5. Facilitate an ethos within teams which encourages staff to work collaboratively, share knowledge and understanding, celebrate achievements and accept responsibility for outcomes.
6. Ensure that Health and Safety policies and practices, including Risk Assessments, are carried out in-line with national requirements.
7. Lead on the quality assurance of reporting to parents on student progress in accordance with the school’s overall systems.
8. Lead SEF procedures and development planning across Years 5-11 with regard to student development.
9. Secure effective liaison with feeder schools and outside agencies.

**Generic Responsibilities**

1. Create and manage a learning environment and achieve a supportive culture and behavior management strategy which enable learners to achieve their potential.
2. Contribute to the monitoring and development of Key Stages to ensure suitable opportunities are provided for learner aspirations to be met.
3. Plan effectively in the short, medium and long term and prepare lessons to ensure coverage of the curriculum and the differentiated needs of learners are met.
4. Apply a range of teaching and learning strategies, including implementing inclusive practices, to ensure that the diverse needs of learners are met and excellence and enjoyment is achieved.
5. Assess, record and report on the development and progress of learners, develop and maintain Individual Learning Plans for a group for students and analyse relevant data to promote the highest possible aspirations for learners, targeting expectations and actions to raise learners’ achievements.
6. Demonstrate ongoing development and application of teaching expertise and subject specialism and/or phase knowledge to enrich the learning experience with and beyond the teacher’s assigned classes or groups of learners.
7. Work collaboratively within and beyond the classroom with support staff (including directing their day to day work), teachers, other professionals, parents, agencies and communities, to enhance teaching and learning and promote the positive contribution and well being of learners.
8. Contribute to the development and application of priorities, policies and activities in order to enable the achievement of whole school aims.
9. Promote and implement policies and practices that encourage mutual tolerance and respect for diversity in all aspects of employment and services delivery.
10. Take responsibility for a tutor group, and to contribute to the development of Citizenship and the Guidance Programme.

**Specific Responsibilities**

1. Take a lead in creating and maintaining a learning ethos.
2. Monitor student progress, establishing intervention strategies to maximize achievement for students of all abilities.
3. Oversee the curriculum, providing specialist primary curriculum development and teaching and learning support for Leaders of Teaching and Learning.
4. Organise reporting, review days and parents evenings for Years 5-11.
5. Manage and support the Teaching and Learning Leaders.
6. Lead the management of behaviors, wellbeing and attendance across Years 5-11.
7. Contribute to the admissions process, managing and securing effective transition for students.
8. Deputy Designated Safeguarding Lead supporting the Designated Safeguarding Lead with safeguarding processes and procedures.
9. Act as the designated person for Looked after Children in Years 5-11.
10. Attend the Primary Fair Access Pane on behalf of the school.
11. Contribute to the assembly programme.

**PERSON SPECIFICATION**

**POST TITLE: Assistant Principal**

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| **SKILLS, KNOWLEDGE AND APTITUDES** | **ESSENTIAL** | **DESIRABLE** |
| Expertise in securing pupil progress and raising achievement | ✓ |  |
| A clear understanding of the impact of pastoral work in raising standards of achievement | ✓ |  |
| Up to date knowledge and understanding of curriculum developments for Key Stage 2 and 3 | ✓ |  |
| Good organisational skills | ✓ |  |
| Effective record keeping practices | ✓ |  |
| Experience of working with achievement data | ✓ |  |
| Knowledge of other stages of education |  | ✓ |
| Experience of working with changing roles and circumstances |  | ✓ |
| **QUALIFICATIONS AND TRAINING** | **ESSENTIAL** | **DESIRABLE** |
| A good degree | ✓ |  |
| Qualified Teacher Status. | ✓ |  |
| Evidence of further study |  | ✓ |
| Evidence of working as a reflective practitioner, using a variety of approaches to secure ongoing professional development |  | ✓ |
| **EXPERIENCE** | **ESSENTIAL** | **DESIRABLE** |
| Evidence of leadership and team work in a variety of circumstances | ✓ |  |
| Evidence of long term interest in pastoral care | ✓ |  |
| Evidence of supporting whole school behavior management | ✓ |  |
| Experience of preparing pupils for KS2 SATs |  | ✓ |
| Experience of teaching at Key Stage 3/4 |  | ✓ |
| Experience of day to day operations management responsibility for the work of other staff |  | ✓ |
| Experience of working with external agencies |  |  |
| **PERSONAL QUALITIES** | **ESSENTIAL** | **DESIRABLE** |
| A positive response to approaching change and tackling new challenges | ✓ |  |
| Ability to respond consistently and professionally to challenging behaviors of all kinds | ✓ |  |
| No disclosure about criminal convictions or safeguarding concern that makes applicant unsuitable for this post. | ✓ |  |
| Good organisational and time management skills | ✓ |  |
| Good interpersonal skill and the ability to communicate effectively | ✓ |  |
| Ability to motivate staff and students alike | ✓ |  |
| Flexible approach | ✓ |  |
| Capacity for hard work and resilience | ✓ |  |
| Positive approach to managing change and tackling new challenges |  |  |
| Ability to form and maintain appropriate relationships and personal boundaries with students. | ✓ |  |
| **SPECIAL REQUIREMENTS** | **ESSENTIAL** | **DESIRABLE** |
| Satisfactory Enhanced DBS clearance with a Childrens Barred List check. | ✓ |  |
| Medical clearance. | ✓ |  |
| Minimum of 2 references which are satisfactory to the Trust. | ✓ |  |
| Evidence of qualification certificates. | ✓ |  |
| Evidence of Right to work in the UK. | ✓ |  |

***The Trust is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed.  The Trust is committed to safeguarding and promoting the welfare of children and young people and it expects staff and volunteers to share this commitment.***